

CHAPTER V

CONCLUSSION AND SUGGESTION

This chapter presents the conclusion of the present study and the suggestion for later studies or practices. This conclusion is based on the research question and drawn from the findings and the discussion in the previous chapter. The suggestion is intended to point out the significance of the research for later studies as well as for teaching practices in critical reading education. The limitation of the study is also provided in this chapter to accomplish the evaluation purpose.

5.1 Conclusion

Based on the aforementioned results, this study concludes some important points. First, the provision of critical reading strategy used HOT's guidance questions such as 'what, why, why if, how, how about and if you were' can stimulate and improve students' higher-order thinking skills which eventually improve their reading ability. These questions provide students with the opportunity to express opinions, arguments, comments, reasonable reasons related to the song lyrics discussed. As a consequence, various alternative and relative answers are more encouraged and rewarded than single fixed answer. However, the development of students' higher-order thinking skills is still progressing as they have not reached the highest level of creating. Second, the teachers still have some challenges in implementing the critical reading strategy, particularly in designing HOT's guidance questions and the supported materials that relevant to their cultural backgrounds due to their limited linguistic knowledge. They need to develop their language competence so that they can easily understand the proposed HOT's guidance questions. Finally, to fulfil the purpose of 2013 Curriculum, the teachers should also be exposed to design critical reading strategies so that they can engage students and incorporate elements of Bloom's revised taxonomy of higher order thinking skills. Further study should include more participating students and teachers, and also in various

type of text, so that a more comprehensive account of HOT's practices in senior high school context can be explored

5.2 Suggestion

Regarding the result of this study, the researcher offers the suggestions to both English teachers and other researchers, who are interested in conducting research in the same field.

5.2.1 English Teacher

Teaching critical reading by implementing critical reading strategy especially HOT's guidance questions is challenging. It needs teachers' skills to plan and prepare both questions and supported materials before teaching the students. It also needs teachers' patience and seriousness in guiding the students for better outcomes. Therefore, the researcher suggests that other teachers apply HOT's guidance questions in teaching reading in such text not only in reading song lyric. The use of HOT's guidance questions is worth consideration since it could provoke students' higher-order thinking skills. Moreover, it could also improve students' learning outcomes in 2013 Curriculum to prepare 21st century workforce since they achieve the process of higher-order thinking.

5.2.2 Other Researcher

The study was conducted in a very limited time. It was not sufficient to improve students' higher-order thinking skills significantly, especially to achieve creating level in HOT's. Therefore, the researcher suggests other researchers conduct the same study on the implementation of critical reading strategy by HOT's guidance questions to enhance students' higher-order thinking skills in the teaching of reading in different type of text, setting, and longer period of time in order to obtain more valuable findings.

